

# **THE IMPLEMENTATION OF HELLO ENGLISH APPLICATION IN TEACHING VOCABULARY**

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## **ABSTRACT**

This research aims at knowing (1) the implementation of the HEAp, (2) the perception of the lecturers and the students, and (3) the impact of the HEAp in teaching vocabulary.

The researcher used the qualitative research design. The instruments of the research were classroom observation, field note and interview. The population of this research was the first semester students of English and Literature Department at UIN Alauddin Makassar batch 2018/2019 which consisted about 135 students were divided into six groups. The sample of this research was two groups, they were Ag 5 and Ag 6 consisted 48 students.

The results of the research showed that showed that there are two kinds of lecturers' way in implementation of the HEAp, those are Fully Implemented Hello English Lecturer (FIHEL) and Particularly Implemented Hello English Lecturer (PIHEL). The lecturers perceives that it was really innovative media in teaching vocabulary to catch up the students' interest and to make the students enjoy the class. While, the students felt this application was really amazing because they could use it somewhere and consisted of some features with the clear explanation. This research has good enough impact to the students' vocabulary achievement and it can be seen from the students' enthusiasm in the class.

**Keywords: Hello English Application, Teaching Vocabulary**

## **INTRODUCTION**

Vocabulary is an important aspect to support the English language component skills, namely: listening, reading, speaking and writing. Therefore, vocabulary is important for students because the ability of the students to learn English is determined by vocabulary that they have. Through vocabulary, students can communicate his or her idea, feeling, or emotion. Sometimes a clever student who has good idea must stop only because he or she is lack of vocabulary. It is very difficult to express his or her idea, feeling and emotion in English to other people without words.

The lack of students' vocabulary achievement may come from the themselves as the learners, in this case, their laziness in memorizing a number of word required, the lack of interest and motivation in learning English, or even their class condition in which lecturers as the instructors have to solve this problem. In this case, the lecturers' creativity in choosing a technique is needed. In another word, the lecturers should have more attention to determine a proper technique in teaching vocabulary.

There are many technologies being able to be used, such as smartphone with internet-based function having a significant role for teaching and learning process in the EFL classrooms. Various types of the English learning applications have been an essential part of the teaching vocabulary since the lecturers apply the application into their lesson plans. The application will help the students to have various vocabulary related with the real situations and make the vocabulary learning more genuinely and lively. Therefore, the lecturers are presupposed to use various types of the applications in their teaching process and one of the English application is Hello English (HE).

Based on the description above, the researcher was interested in observing the implementation of the HEAp based Instruction in teaching vocabulary, the lecturer' perception and student' perception, and the impact toward the implementation of HEAp in teaching vocabulary for student' vocabulary achievement.

## **LITERATURE REVIEW**

### *Definition of Vocabulary*

Vocabulary is one of supporting part of four language skills: listening, speaking, reading and writing. Vocabulary is needed when people want to express their feeling, ideas and emotion. There are many definitions of vocabulary by some experts that supporting one another. Hatch and Brown (1995:1) state that the term vocabulary refers to a list or set of words that individual speakers of language might use. It means that vocabulary is a list of words that speakers can use when they do communication. It is supported by Nation (2008:105) that vocabulary is the total number of words you know in a particular language. Therefore, the vocabulary reveals to the words that speakers know in one language.

### *Techniques in teaching vocabulary*

According to Doff (1988:1) there are many ways in presenting vocabulary, those are:

- 1) Say the word clearly and write it on the board

The lecturer gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students follow and repeat it, after that write it on the board.

- 2) Get the class to repeat the word in chorus

Lecturer tries to repeat word, so that students can practice more and they understand it.

- 3) Translate the word into the students' own language

Lecturer gives the word on the text that has prepared, and also asks them to translate it into students' own language.

- 4) Ask students to translate the word

Commonly, the lecturer gives the text, read it correctly, after that he or she asks students to translate the word.

- 5) Draw a picture to show what the word means

One technique of presenting new word is draw a picture to show and explain the word means.

- 6) Give an English example to show how to the word is used

The lecturer gives an English example firstly, and students follow and repeat it, it hopes can show how the word is used.

- 7) Ask questions using the new word

After the lecturer gives an English example, follow, and repeat it correctly. Then the lecturer asks questions using the new word to measure whether students can understand or not.

Here, it can be argued that this is very good for all of the lecturers to use this way, because many things can be gotten, the students can know, pronounce, use and understand new word means. Besides that, lecturer has to choose one of ways based on the students' level, students' ability, and conditions of vocabulary.

### *Sheltered Instruction Observation Protocol (SIOP)*

If lecturers want their students, including the ELs, to grow in their academic content knowledge and English ability especially vocabulary and leave the classroom feeling successful and excited about what they are learning, the SIOP model is a framework to consider implementing. Sheltered Instruction (SI) is not a newly developed instructional technique. Sheltered instruction means that the students receive help in developing academic English while they are learning grade-level content material. Students are provided extra support by including instructional techniques that make learning comprehensible to students.

The SIOP model includes an observation tool called a protocol, which is used to measure the implementation of the eight SIOP components. Each component has three or more features that outline what must be included in an effective lesson. The observer assigns anywhere from 0 to 4 points, with a 0 meaning the feature was not implemented and 4 meaning the feature was fully implemented.

#### *Multimedia in Education*

The growth of information and communication technology (ICT) in society is reflected in policies to encourage the use of ICT in education and the development of educational multimedia.

Students who have access in their home to new methods and tools of education through computers, interactive learning, etc. may have also different and more potential to absorb those technologies while used in the school educational system.

Teaching methods is the subject of many research papers in this field in trying to evaluate methods to improve students' ability to be interactively be involved in the class. This seems to be particularly necessary in the current Internet, wireless, etc. connectivity environment where students can be distracted through having or using those tools

Using interactive multimedia in the teaching process is a growing phenomenon. It plays a very important role in assisting students in learning processes. Therefore, it can be concluded that the Multimedia enhance and enable students to learn in a more effective way.

#### *Edgar Dale's Cone of Experience*

Edgar Dale (1946) introduced the Cone of Experience which shows the progression of experiences from the most concrete (at the bottom of the cone) to the most abstract (at the top of the cone). The Cone of Experience purports to inform readers of how much people remember based on how they encounter the information.

Based on Dale's Cone of Experience (1946), the base of the cone is characterized by more concrete experiences, such as direct experiences (real-life experiences), contrived experiences (interactive models), and dramatic participation (role plays).

#### *Hello English*

Mobile learning takes place when a student uses portable devices, such as smart phones, notebooks or tablets, or handheld gaming devices, to access learning materials and systems, create content and interact with other students, teachers, learning systems and the world around them.

One of the devices that can be used in teaching and learning process is Smartphone because it consists of some features like application in play store of Android and it is very effective to apply in teaching and learning process especially vocabulary.

HE is an English language learning application, which allows users to learn English language through interactive modules. HE is one of English application which is appeared to improve people English skill especially vocabulary. Hello English is an interactive, personalized, and contextual English learning application designed specifically for English as a second language learners.

#### *Definition of Perception*

According to Rookes and Willson (2000) in the book of *Perception: Theory, Development, and Organization*, perception is a process which involves the recognition and interpretation of stimuli which register on our senses.

In psychology and the cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word *perception* comes from the weird Latins word *perception*, *perception* means meaning receiving, collecting, action of taking possession, apprehension with the mind or senses.

According to Richards (2002), perception refers to the cognition and understanding of events, objects and stimuli through the use of senses (sight, hearing, touch, etc). Perception is critical because it influences the information that enters working memory.

Another definition comes from Eggenand & Kauchack (2010) who stated perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception.

Based on the definitions above, it can be concluded that perception is a process of activity undertaken by a person in giving impression, judgment, opinion, feeling and interpretation something based on the information generate through physical or chemical stimulation of the sense organs.

#### *The Process of Perception*

The way of people in seeing something is one of behavior from the psychological aspect. According to Ronald et.al. in their book *Interplay: the Process of Interpersonal Communication*. They said that the perception process refers to how our perceptions affect our communication with others. There are four steps in perception process whereby attached the meaning with the experiences.

- 1) Selection is the first step in perception, and stimuli that are intense often attract our attention.
- 2) Organization is the stage where selected information must be arranged in some meaningful way to make sense of the worls through four types of schema to classify information and punctuation, which is the determination of causes and affects in a series of interaction.
- 3) Interpretation plays a role in virtually every interpersonal act, once people have selected and organized their perceptions and when several factors have been taken into consideration.
- 4) Negotiation is the process by which communicators influence each other's perceptions through communication, and one way to explain negotiation is to view interpersonal communication as the exchange of stories or narratives that we tell to describe our world.

Based on the explanation above, perception is a process by using stimuli that are stimulated then selected, organized, and informed into meaningful information.

#### *Factors Affecting Perception*

Perception is not only about a sensing process but it is also psychological. How people select, organize, interpret, and negotiate information about others is influences by a variety of factors. Those factors were explained below.

- 1) Physiological influences come from the physical environment and the ways that people's bodies differ from others.
- 2) Psychological influences affect the way people perceive others.
- 3) Social influences are described in the standpoint theory, which states that a person's position in a society shapes her or his view of society in general and of spesific individuals.
- 4) Cultural influences such as cultural selection, organization, interpretation, and negotiotion exert a powerful influence on the way people view communication of others.

### **RESEARCH METHOD**

#### *Research Design*

In this research, the researcher used the qualitative research design with the descriptive model. Gay, et al (2012: 7) stated that qualitative research is the collection, abalysis, and interpretation of comprehensive narrative and visual (nonnumerical) data to

gain insight a particular phenomenon of interest. The qualitative data were gotten from the lecturers' way in implementation of the HEAp in teaching vocabulary, the lecturers' perspectives toward the implementation of the HEAp based instruction in teaching vocabulary process and the students' perceptions toward the implementation of the HEAp based instruction in learning vocabulary process, and also the impact of this application to students' vocabulary achievement in learning vocabulary through the HEAp.

#### *Variables of the Research*

There are two variables in this research, these are the HEAp based Instruction and students' vocabulary achievement in learning vocabulary through HEAp. It was indicated by the lecturers' perception and students' perceptions about the HEAp based instruction in their teaching and learning vocabulary process.

#### *Subject of the Research*

The subject of this research was the first semester students of English Lecturers of English and Literature Department of Adab and Humanity Faculty at Islamic State University of Alauddin-Makassar in academic year 2018/2019 that consists of six groups. The total number of population is 135 students. From six groups of the students, the researcher took two groups as a sample. The sample of this research was selected through cluster random sampling. The same case applied in choose two lecturers as a sample, the researcher took one male lecturer and one female lecturer.

#### *Instrument of the research*

There were three instruments that were used to collect the qualitative data about the HEAp based instruction. These instruments were the classroom observation (field note) and Interview of the lecturers and the students

##### 1. Observation

The observation involve the use of observation guide, video recorder, audio recorder as the tools in collecting data especially about the implementation of the Hello English based instruction in the teaching and learning vocabulary process. this observation guide showed the lecturers and the students' activity during teaching and learning vocabulary process in the EFL classroom.

##### 2. Field Note

The researcher wrote lecturers' way in implementing the Hello English based instruction in teaching vocabulary and the students' activities during the learning vocabulary process by the Hello English based instruction.

##### 3. Interview

The interview was used to know the lecturers' perceptions and the students' perceptions toward the implementation of HEAp based instruction in teaching vocabulary. There are seven main questions but it is possible to have extra question relating to the seven questions. The researcher recorded the conversation during interviewing process with the lecturers and the students

The data were analyzed using interactive model of data analysis (Miles and Huberman, 2013). The data recordings were transcribed into text, then it will be interpreted and analyzed in the form of extracts then, the last step was conclusion (drawing/verifying) by the researcher which concluded the result of the data analysis.

### **FINDINGS**

The findings here show the result of the data analysis. The researcher employed two instruments, interview and observation using field note. The description of those data analysis result can be seen as follows:

#### *1. The Implementation of HEAp in Teaching Vocabulary*

The researcher interviewed the lecturers and the students to find out the implementation of HEAp in Teaching Vocabulary. There were some components that guided the

instructional delivery in teaching vocabulary based on the Sheltered Instruction Observation Protocol (SIOP) model. The SIOP model is a framework to consider implementing an application or media in teaching and learning vocabulary process.

*a. The Lecturer A' Implementation of the HEAp based Instruction*

There were some components that guided the instructional delivery in teaching vocabulary based on the Sheltered Instruction Observation Protocol (SIOP) model by using the HEAp. The lecturer A has done his implementation of the HEAp based instruction in his teaching vocabulary process. The further explanation about the instruction that the lecturer A used in his teaching vocabulary class were presented on the table 4.1 below.

Table 4.1

Lecturer A' Instruction in Teaching Vocabulary by Using the HEAp

NO.	COMPONENT	IMPLEMENTATION
1	Preparation	The lecturer A made a WhatsApp group in anticipating their students' trouble when using the HEAp. While he decided material that he would be presented in the class about 3-4 days.
2	Building Background	The lecturer A connected the students' background and past experiences with the material in the HEAp.
3	Comprehensible Input	The students are given guided practice by using Hello English Application based instruction.
4	Strategies	The lecturer A used the questioning technique by pointing the students directly to answer about what have they gotten during using the HEAp based instruction.
5	Interaction	The lecturer A matched his students when there was a student got trouble in his/her application or network.
6	Practice and Application	The students followed the rule like playing when using this application. Learning by this application like playing a game.
7	Lesson Delivery	The lessons are delivered at the appropriate pace so that the students can learn the material in the HEAp and not be bored.
8	Review and Assessment	The lecturer A evaluated his students by seeing the students' activity in their HEAp while out of the class and in the class activity.

Based on the table above, the lecturer A implemented the HEAp in appropriate pace. It can be seen from his ways in teaching vocabulary by using the HEAp in some component of Sheltered Instruction Observation Protocol. He is fully used the HEAp in his teaching vocabulary process. He did not use another source or hang out material in presenting his material.

*b. The Lecturer B' Implementation of the HEAp*

The lecturer B implemented the HEAp in his teaching vocabulary process. He implemented the HEAp with some components of the SIOP model. The further explanation about the instruction that the lecturer B applied in his teaching vocabulary class were explained on the table 4.2 below.

Table 4.2  
Lecturer B' Instruction in Teaching Vocabulary by Using the HEAp

NO.	COMPONENT	IMPLEMENTATION
1	Preparation	The lecturer B did not make a WhatsApp group in her teaching vocabulary class. She just prepared the material that would be presented in her class and need a week to decide the best materials in the HEAp.
2	Building Background	The lecturer A connected the students' level with the materials that would be presented in her vocabulary class by using HEAp.
3	Comprehensible Input	The lecturer B guided her students in using the HEAp in getting improvement in their vocabulary qachievement.
4	Strategies	The lecturer B pointed the clever student when she would improve the other student' confidence in delivering their ideas.
5	Interaction	The lecturer B made some group in her teaching vocabulary class to make sure that the calm student can communicate with the clever student.
6	Practice and Application	The lecturer B use the HEAp based instruction in teaching vocabulary but she still combine with another sources.
7	Lesson Delivery	The lecturer B made hand out material to make her students easy in getting materials.
8	Review and Assessment	The active students can be seen in the class and for all the students' ability can be seen in the HEAp statistic.

The table above shows that the lecturer B implemented the HEAp in appropriate pace. It can be seen from his ways in teaching vocabulary by using the HEAp in some component of Sheltered Instruction Observation Protocol. She particularly implemented the HEAp in his teaching vocabulary process. She used another source or hang out material in presenting her material.

*c. The Students' Implementation of the HEAp*

The data of the students' argumentation were taken through interview of 15 students which were conducted on November 8<sup>th</sup> and 9<sup>th</sup>, 2018. On the interview, the researcher asked several questions related the students' opinion about the implementation of HEAp in learning vocabulary in EFL classroom. The students gave different opinion about the implementation of the HEAp in their learning vocabulary process. The students' opinion can be seen in the following extracts below:

Extract 1: (Student A/8<sup>th</sup> November, 2018)

*"I think never kak.*  
*"Yes, this is the first time.*  
*"Dengan merasakan kak, diliat juga di kalimat awal dan kalimat selanjutnya atau saya cari dikamus kalau tidak saya tahu betulanmi.*  
*"Usually saya catat di book and memorize it.*  
*"I think never, Sis.*  
*"Yes, this is the first time.*  
*"With feel it Sis, also see in the first and next sentences or I search in the dictionary when I do not know about the meaning.*  
*"Usually, I note in my book and then memorize it.*

The extract 1 above shows that the student A never using the HEAp, it was her first time using application in her learning vocabulary process, especially the HEAp. Sometimes she was guessing the meaning of the word or looking for in dictionary when she totally did not know the meaning of one word. She also argued that she was really like the tip of the day feature because the explanation was really clear.

Extract 2: (Student B/8<sup>th</sup> November, 2018)

*“Sebelumnya belum pernah kak, Hello English yang pertama.  
“Translate, imaginasi kak, kayak menyambung-nyambungkan dari kata satu ke kata yang lain dan menebak-nebak ini artinya.  
“Selaluka pakai kak, kadang saya bikinkan kalimat atau saya ingat-ingat i kalau santai-santaima.  
“Not yet Sis, Hello English is the first.  
“Translate, imagine Sis, such as connect from one word to another word and guess the meaning.  
“Always use it, sometimes I make in a sentence or I remember it when I am refreshing.*

As shown in the extract 2, the student B was using the Hello English application for the first time, she said that she just try to translate the word or guess it when she did not know the meaning of that word. Finally, when she has gotten new vocabulary, she always use it in the sentence form or recall it when she was refreshing.

Extract 3: (Student C/8<sup>th</sup> November, 2018)

*“Not yet kak, cuman aplikasi terjemahan saja dan ini kali pertamaku pakai aplikasi, Hello English mani.  
“Cari di kamus atau guessing.  
“Not yet, sis. Just translate application and it is my first time using application, that is hello english.  
“Searching in dictionary or guessing.*

The student C found the same case with the other students' have, the extract 3 above indicates that the student has not used the HEAp yet, because it is her first time in using this application. She has known the meaning of the new word by opening the dictionary or guessing the meaning.

Based on the fifteen students who were interviewed, The students implemented the HEAp in their learning vocabulary process for the first time. It made some of them felt difficult when found a new vocabulary. Some techniques that they used to know the meaning of the word, some of them used the guessing techniques, dictionary, google translate and asking their friends. This application also offered some feature that can make the students easy in understand the vocabulary because they directly can touch the word which they want to know. Although this application make them felt difficult for the first time, but over the time they totally implemented the HEAp in their learning vocabulary process. The leacturers' way in presenting material by using the HEAp based instruction are interesting, so the students felt that the implementation of the HEAp in their learning vocabulary process was running well and enjoyable.

## *2. The Lecturers' Perception and Students' Perception toward Implementation of the HEAp in Teaching and Learning Vocabulary.*

The researcher interviewed the lecturers and the students about their perception during using the (HEAp) in their teaching and learning vocabulary process. Dale's Cone of Experience is characterized by more concrete experiences, such as real-life experiences, interactive models, and role plays. The HEAp is categorized into the real-life experience



because the lecturers and the students operated this application in their handphone and they can use it everytime. Its make the lecturers and the students have their own perception about the HEAp based instruction in teaching and learning vocabulary process. The further explanation about the perception of the lecturers and the students will be presented below.

a. Lecturers' Perception

The data of the lecturers' perception were taken through interview of two lecturers which were conducted on November 8<sup>th</sup> and 9<sup>th</sup>, 2018. On the interview, the researcher asked several questions related the lecturers' opinion about their perception when using the HEAp in teaching vocabulary in EFL classroom. The findings of the interview were presented into six extracts.

Extract 1: (L.A/ 8<sup>th</sup> November, 2018)

*"Okey, ini yang saya maksudkan tadi. Jadi, yang mendukung proses pembelajaran. Hello English ini menurut saya sangat mendukung dalam proses pembelajaran, ini merupakan sebuah inovasi baru karena kan ini memang sudah era teknologi. Jadi penerapan teknologi di dalam aktivitas keseharian kita ini sudah hal yang lumrah, jadi sangat bagus untuk diterapkan di dalam proses pembelajaran."*

"Okey, that is what I mean when there is an application that can support teaching and learning process, why we did not apply it. Hello English in my mind is really helpfull our teaching and learning process, it is one of the new inovation because right now, we are in the technology era. So, the implementation of technology in teaching and learning process is needed. So, it is really usefull for applying in teaching and learning process.

The extract 1 above shows that the lecturer A perceived the HEAp was an innovation media in teaching vocabulary process, he was really supporting when an application of the students' handphone could be used in the teaching and learning process because almost every student has a handphone. They used their handphone not only for chatting or playing a game but they can use their handphone in learning process. This reason causes the use of application especially HEAp become an effective way to make the students are enjoying in learning vocabulary process.

Extract 2: (L.B/ 9<sup>th</sup> November, 2018)

*"Kalau untuk sebagai pengajar, itu bagus sekali. Kan sekarang-sekarang itu memang teknologi semakin canggih, jadi bagus kita pakai apalagi mahasiswa itu nda ada yang jauh dari gadget kan. Jadi bisa dipakai gudgetnya untuk sesuatu yang lebih berguna which is belajar. Cuman kalau pandangan sebagai pembelajar itu sendiri, sebagai yang belajar memang harus ada keinginan yang kuat kalau mau selalu pakai itu aplikasi."*

"As a lecturer, it is good to use. Nowadays is technology era, so it is good because every students have a gadget. So, they will use their handphone in a good area which is learning. But, for the learner, we have to have a good wish for always using this application.

The extract 2 above presents that the lecturer B thought this application was good for lecturers and students when was applied in teaching and learning vocabulary process. She suggested for learners who will use this application that they should have a good motivation because when they were lazy, they can get nothing.

b. Students' Perception

The data of the students' perception were taken through interview of 15 students which were conducted on November 8<sup>th</sup> and 9<sup>th</sup>, 2018. On the interview, the researcher

asked several questions related the students' opinion about their perception when using the HEAp in learning vocabulary in EFL classroom. The findings of the interview were presented into some extracts below:

Extract 1: (Student A/8<sup>th</sup> November, 2018)

*"Ada kak yang di artikel karena baku sekali kata-katanya.  
"About bentuk-bentuk kalimat atau cara lain untuk menyebutkan itu, di tip of the day dan penjelasannya sangat rinci kak.  
"There is in an article because the words are really formal.  
"About the form of the sentences or others way to say it, in tip of the day and clearly explanation Sis.*

The extract 1 above shows that the student A felt that the article feature in HEAp was difficult because the vocabulary really formal. Sometimes, she was guessing the meaning of the word or looking for in dictionary when she totally did not know the meaning of one word. She also argued that she was really like the tip of the day feature because the explanation was really clear.

Extract 2: (Student B/8<sup>th</sup> November, 2018)

*"Suka dan seruh kak.  
"Menjawab soal, karena toh kak banyak kata-kata yang masih belum pernahka dapat terus pas di Hello English ada kosakata itu tidak bisa saya mengerti karena tinggi kata-katanya.  
"I love it and it's amazing Sis.  
"Answering question, because there are many vocabulary which I never find but in Hello English I found it and it makes me difficult to understand the meaning.*

As shown in the extract 2, the student B was using the HEAp in learning vocabulary process. She said that she found lot of new vocabulary in the HEAp when answering the questions, she was difficult in understanding the meaning of those vocabulary, but she has some techniques from their lecturers to know the meaning of the word.

### 3. The Impact of the HEAp in teaching vocabulary to student' vocabulary achievement

The researcher interviewed the 15 students in EFL classroom to find out the impact of the HEAp based instruction to students' vocabulary achievement. The use of HEAp become an innovative media for them in learning vocabulary. After applying this application, the students have different ways to express their opinion about the impact of using the HEAp in their learning vocabulary process. it can be seen from the following extract:

Extract 1: (Student A/8<sup>th</sup> November, 2018)

*"I get so many vocabulary in here, yang baku dan tidak baku dan easy to use.  
"Banyak vocabulary yang akhirnya saya tahu, oh ini artinya ini, padahal samaji artinya dengan kata yang lain. Terus selalu melatih dan melatih, kita lebih tahu membuat kalimat yang baik dan benar seperti apa.  
"I get so many vocabulary in here, such as formal and informal word, easy to use.  
"And the end I know lot of vocabulary, oh this is the meaning of this, in reality have same meaning with another word. Then, always exercise and exercise, we know more about how to make the correctly and grammatically sentences.*

The extract 1 above shows that the student A has gotten many vocabulary while formal or informal vocabulary when she used this application in her learning vocabulary process through the HEAp based instruction in her class. She can understand many vocabulary from one word, the tip of the day feature is one of feature that offered this thing,

there are many word to mention one word, for example: another way to say hey or another way to say bye. Furthermore, she can make gramatically sentences because she always do the exercise in the HEAp, she learned many things from the implementation of this application in her class.

Extract 2: (L.B/ 9<sup>th</sup> November, 2018)

*“Lebih banyak kosakata bahasa inggris yang tidak ku tahu sebelumnya, tapi pas pakai aplikasi ini lebih banyakmi saya tahu.*

*“Lebih banyak saya tahu vocabulary baru kak.*

*“There are many unknown vocabulary that I have before, but after using this application, I know more vocabulary then before.*

*“I know lot of new vocabulary.*

The second extract above indicates that the student B has gotten many new vocabulary since using the HEAp in her learning vocabulary process. Before using this application in her learning vocabulary process, she has many unknown vocabulary but after using this application she got many vocabulary which she did know before became know. During she used the Hello English based instruction in her learning vocabulary process, she felt her vocabulary was getting improvement. It means that this application has good impact in her vocabulary achievement

Extract 3: (Student C/8<sup>th</sup> November, 2018)

*“Ini aplikasi benar-benar membantu sebagai pemula, benar-benar membantu dan juga sangat practice dan dapat dipahami lebih cepat.*

*“Yang pronunciation karena bisa diklik disitu, munculmi artinya dan juga pronounciationnya.*

*“This application is really help me as the beginner, its really help me and its really practice and can fastly understandable.*

*“The pronunciation because we can click in the word, then the meaning will show with the pronunciation.*

The student C though the HEAp really help her as the beginner learner in improving her vocabulary achievement. She said that this application really practice because not only it can be learned in anywhere but also easy in understanding. She really loves the pronunciation feature because it really helps her in getting the meaning and the pronunciation of the word. She felt that there were many benefits that she has gotten from the applying of the HEAp based instruction in her learning vocabulary process.

## DISCUSSION

This part provides further interpretation of the previous findings based on the lecturers' and the students' responses in the observation and the interview. It was divided into three parts, these parts were the implementation of the HEAp in teaching vocabulary, the perception of the lecturers and the students about the implementation of the HEAp in teaching and learning vocabulary process, then the impact of the HEAp to the students' vocabulary achievement.

### 1) The Implementation of the HEAp

The HEAp was applied in this research, the lecturers and the students were involved in this application, and also was controlled by the lecturers. This application was effective in getting students' interest in learning vocabulary process, the student has gotten many vocabularies because they were enjoying learning vocabulary process by the HEAp

According to Echevarria, Vogt, and Short's (2004:49) about the Sheltered Instruction Observation Protocol (SIOP) model, there were eight major components that guide lesson plan development and instructional delivery are preparation, building

background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment. In this research, the researcher divided the instructional delivery into five main components are preparation, students' response and characteristics, techniques, classroom management and evaluation.

The implementation of the HEAp with the SIOP model have standard implementation from 0 to 4 points, with a 0 meaning the feature was not implemented and 4 meaning the feature was fully implemented. Based on this standard, both of the lecturers in this research are categorized into the Fully Implemented Hello English Lecturer (FIHEL) and the Particularly Implemented Hello English Lecturer (PIHEL). The FIHEL is the lecturer A who totally used this application in his teaching vocabulary process and followed the SIOP model in his teaching vocabulary process and the PIHEL is the lecturer B who used another source and used the printing material except this application in his teaching vocabulary process, but still followed the SIOP model in his teaching vocabulary process.

## *2) The Perception of the lecturers and the students toward the implementation of the HEAp*

The perception of people related with their experience after doing something. Based on the Dale's Cone of Experience (1946), the base of the cone is characterized by more concrete experiences, such as direct experiences (real-life experiences), contrived experiences (interactive models), and dramatic participation (role plays).

All of the level in cone of experience were used in applying the HEAp based Instruction in teaching vocabulary by the lecturers. Based on the level of the cone, The perception of people are different when find or see something, but it can be has the same point. As the previous finding, there were many extracts which represents the lecturers' and the students' perception about the implementation of the HEAp based instruction in teaching and learning vocabulary process. Their perception can be concluded that they felt the HEAp was really good to be used in teaching and learning process.

As stated on the extract 1-6 on pages 56-60. The lecturers perceived the HEAp was an innovation media in teaching vocabulary process and it is good to be applied in teaching and learning vocabulary process because the students used their handphone in a good area which was learning process. Although, the network became a problem during the teaching and learning process, but the lecturers have techniques to resolve it.

Almost all of the students used this application for the first time, it made them perceived this application was really amazing because they could use it somewhere and there were many features with the clearly explanation that could be learned from this application. The detail of the students' perception could be seen on the extract 1-15 pages 61-68, the students perceived that the features of this application were really helpful, some features became the features that the students like best.

Nelson and Quick (1997: 83-84) stated that the opinions you form about something depends on the amount of information available to you and the extent to which you are able to correctly interpret the information you have acquired. In other words, you may be in possession of the same set of information that other people have on a particular situation, person or group but still arrive at different conclusions due to individual differences in the capacity to interpret the information that you all have.

It contradicted with the result of this research, this research shown that the lecturers and the students have different ways to deliver or to perceive their ideas but, they have same conclusion about the HEAp that this application was really good to be applied in the teaching and learning process, also the problem came from the network. Almost of them have same perceptions about the HEAp while the feature, the benefit and the problem.

## *3. The Impact of the HEAp in teaching vocabulary to student' vocabulary achievement*

Here, it can be argued that this is very good for all of the lecturers to use some ways to catch up the students' attention and interest in learning vocabulary process. One of

the ways based on the students' level, students' ability and conditions of vocabulary was offered by the implementation of the HEAp, because there are many things can be gotten from this application such as can know, pronounce, use and understand new word means.

As stated by Nusir (2013: 311) that the ability for students to use a media in their education besides using them for entertainment or social activities, this may have positive impact on education, This statement represent to the use of an application of smartphone as a media in teaching and learning process. so, the students not only use their smartphone in social activities but also in learning process.

The Edgar Dale' cone of Experience (1946) charts the average information retention rate for various methods of teaching. The further you progress down the cone, the greater the learning and the more information is likely to be retained. It also suggests that when choosing an instructional methode it is important to remember that involving students in the process strengthens knowledge retention. It reveals that "action-learning" techniques result in up to 90% retention.

Based on the cone, the researcher concluded that the real-experience is the best technique to make sure the students can understand many things from the teaching and learning vocabulary process. The choice of the HEAp is the good way in improving the students' knowledge because the HEAp is the application that make the students are directly practicing, and doing something by themselves.

The impact of the HEAp is good enough, it can be seen from the students' statement on extract 1-15 page 68-77 and the observation sheet that the students shown their enthusiasm during the teaching and learning vocabulary process. However, the students sometimes felt difficult in getting the meaning of the vocabulary but with the good lecturers' techniques in teaching and always doing an exercise that was offered in the HEAp made the students' vocabulary achievement improved.

The students perceived that the HEAp really helped them in getting many vocabulary and made them easier in getting the meaning of the new vocabulary because they has known the techniques how to know the new vocabulary' meaning. While, the lecturers also felt this application really helped them in preparing materials and also the evaluation because there were many up to date sources in this application and this application also offered some features such as the students' attendance, the students' coin and how many lessons that have been finished by the students. Therefore, it made the lecturers easy to evaluate their students.

### **CONCLUSIONS**

The conclusions of the research are the first, The HEAp based instruction is effective to be applied in teaching and learning vocabulary process by the lecturers and the students because easy in presenting material and easy in understanding. There are two kinds of lecturers in implementation of the HEAp are Fully Implemented Hello English Lecturer (FIHEL) and Particularly Implemented Hello English Lecturer (PIHEL). The second, the lecturers and the students have positive perception about the HEAp in teaching vocabulary. For the lecturers, it was really innovative media because almost the students of the university campus have handphone, therefore the used of handphone in the teaching and learning process is effective tool to catch up the students' interest in learning vocabulary process. For the students, almost all of the students used this application for the first time, it made them felt this application was really amazing because they could use it somewhere and there were many features with the clearly explanation that could be learned from this application. And the last, the HEAp in teaching vocabulary has strongly impact the students' vocabulary achievement, it can be seen from the students' enthusiasm during the teaching and learning vocabulary process. However, the students sometimes felt difficult

in getting the meaning of the vocabulary but with the good lecturers' techniques in teaching and always doing exercise in the HEAp made their vocabulary achievement improved.

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